OE 6000 (9-65) DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
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ERIC DOCUMENT RESUME

DATE OF RESUME: 3-3-66

1. ACCESSION NO. ED002741	2. ERIC SATELLITE CODE	3. CLEARING HOUSE CONTROL NO.

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4. SOURCE
Baugo Community Schools Corporation
Elkart, Indiana

DATE RECEIVED

IS MICROFILM COPY AVAILABLE? *(Check one)*
[X] Yes [ ] No

5. TITLE Project to Provide Needed Personal Health, Reading, and Special Services for the Educationally Deprived Student to Overcome Their Deficiencies In These Areas.

IS DOCUMENT COPYRIGHTED? *(Check one)*
[ ] Yes [X] No

HAS COPYRIGHT RELEASE BEEN GRANTED? *(Check one)*
[ ] Yes [ ] No

6. AUTHOR(S) Miller, Richard D.

DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

7. DATE 12-22-65	8. PAGINATION 21p.	9. REFERENCES N.A.
10. REPORT/SERIES NO. N.A.	11. CONTRACT NO. N.A.	

12. PUBLICATION TITLE
N.A.

13. EDITOR(S) N.A.

14. PUBLISHER N.A.

15. ABSTRACT *(250 words max.)*

A unique feature of an $11,960 Title I project in Elkhart, Indiana, is its emphasis on increasing rapport between the school and family of each child served by the project. In developing a program of reading, health, and special services for 52 educationally deprived children in kindergarten through grade 10, the Baugo Community Schools Corporation recognized the importance of communication between school and parents in encouraging a more constructive attitude to these educationally deprived pupils and their parents toward education. Accordingly, the reading teacher directing individualized reading instruction at the elementary and junior high levels will also consult with parents to assure their cooperation in developing the reading proficiency of their children. Library aides have been assigned the preparation of supplemental reading and other materials. Personal health problems of the educationally deprived student will receive the full-time attention of a registered nurse hired with Title I funds. The nurse will be available for consultations with parents, will make home visits, and will coordinate any welfare services needed by the educationally deprived student and his family. A speech and hearing therapist will also work with students in need of such service.

16. RETRIEVAL TERMS *(Continue on reverse)*

	educationally disadvantaged		parent-teacher cooperation
	disadvantaged youth		elementary education
	low income		junior high school
	nurses		school libraries
	hygiene		library services
	reading		therapists
	reading instruction		speech handicaps
	family-school relationship		aurally handicapped

17. IDENTIFIERS

Baugo Community Schools Corporation Elkhart, Indiana	Elementary and Secondary Education Act

allocation 11,960.52
request 11,960.

OE 4304 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

Approved 12-27-65
11,960 ea BFR
66-152

ED002741

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES

Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

PART I—BASIC DATA

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY				
STATE CODE	COUNTY CODE	LOCAL EDUCATIONAL AGENCY NO.	CONGRESSIONAL DISTRICT	RURAL OR URBAN
124	20	2260	5	

INSTRUCTIONS

Please read the accompanying instructions before completing this questionnaire.

Mail original and 3 copies to the State Educational Agency.

CERTIFICATION LOCAL EDUCATIONAL AGENCY (LEA)

THE APPLICANT DESIGNATED *below* hereby applies to the State educational agency for financial assistance pursuant to Public Law 81-874, Title II *[Public Law 89-10, Title I]* and assures that: The filing of this Part I of the application has been duly authorized by the legally constituted governing authority of applicant local educational agency and the representative executing this application has been duly authorized by formal action of said governing authority to file this Part I of the application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. Said authorization was voted and made a part of the minutes in an official meeting of the governing authority held on December 13, 19 65.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
BAUGO COMMUNITY SCHOOLS CORPORATION		NAME AND TITLE *(Type or print)* Richard D. Miller, Superintendent	
CITY OR TOWN	COUNTY	MAILING ADDRESS *(Street, city, State, Zip Code)*	TELEPHONE *(Area Code and Local No.)*
RR#3, Elkhart	Elkhart	R#3, Elkhart, Indiana 46514	219-523-4504
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE
Third	Indiana	Richard D. Miller	December 22, 1965

SECTION A—ORGANIZATION AND MEMBERSHIP DATA

1 NUMBER OF ELEMENTARY & SECONDARY SCHOOLS BY GRADE SPAN

MAKE AS MANY ENTRIES IN COL. 1 AS THERE ARE GRADE SPANS *(Combinations of grades K-2, K-6, 7-9, etc.)* INDICATE IN COL. 2 NUMBER OF SCHOOLS WITH EACH SUCH COMBINATION AND TOTAL NUMBER OF SCHOOLS.

GRADE SPAN	NO. OF SCHOOLS	GRADE SPAN	NO. OF SCHOOLS
K-5	2		
6-8	1		
9-12	1		
TOTAL NUMBER OF SCHOOLS:		4	

3 LEGAL NAMES OF DISTRICT IN WHICH NON-RESIDENT CHILDREN REPORTED IN ITEM 2, COL. 3 RESIDE, AND THE COUNTY OR COUNTIES IN WHICH EACH SUCH DISTRICT IS LOCATED.

LEGAL NAME OF DISTRICT	COUNTY OR COUNTIES
Cleveland Twp. Schls.	Elkhart
Concord Comm. Schls.*	Elkhart
Goshen City Schools*	Elkhart
*Trf. by Welfare Department to Foster Homes in our District.	

2 CURRENT MEMBERSHIP AS OF FALL 1965, AS NEAR OCT. 1 AS POSSIBLE *(Include data only for those grades for which applicant is responsible under State law. If necessary, estimate and write "Est." beside entry).*

GRADE LEVELS 1	NUMBER OF RESIDENT AND NON-RESIDENT *Use Best Data Available to Indicate Total Membership* 2	NUMBER OF NON-RESIDENT *If Data Not Available by Individual Grades, Bracket Grade Spans (1-8, 9-12, etc.) and Enter Total Number for Each Grade Span* 3
PRE-SCHOOL BELOW KIND.	150 est.	
K	102	
1	138	
2	144	
3	130	
4	155	
5	127	
6	137	
7	147	1
8	147	2
9	127	1
10	98	2
11	93	1
12	89	1
OTHER *(Incl. Special, Ungraded, etc.)*		
TOTALS:	1773	8

FD002741

COPY DUPLICATION PROHIBITED

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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SECTION B—FINANCIAL DATA *(If district has been reorganized, combine data of previous year with districts as of 1965–66)*

1 BUDGET FOR CURRENT EXPENDITURES

A. AGENCY RESPONSIBLE FOR FINAL BUDGET APPROVAL	B. DATE SUCH AGENCY APPROVED 1965–66 BUDGET	C. IF NOT APPROVED, DATE SUCH APPROVAL EXPECTED
BAUDO COMMUNITY SCHOOLS CORPORATION	August 26, 1965	

2 EXPENDITURES AND BUDGET

		1	64–65 EXPEND. 2	65–66 BUDGET 3
A	Expenditures from current revenues for: Administration, Instruction, Attendance, and Health Service, Pupil Transportation Services, Operation of Plant, Maintenance of Plant, and Fixed Charges (series 100–800 in handbook 11)		$653,587	$780,211
B	Expenditures from current revenues for: Food Service deficit (handbook 11, account 930), Student-Body Activities deficit (account 1030), Improvements to Sites (account 1210–c), Remodeling Buildings (account 1220–c), and Initial or Additional Equipment (account 1230).		147,314	32,732
C	Transfer payments to other local educational agencies for the education of applicant's children (TO BE COMPLETED ONLY BY AGENCIES NOT OPERATING ANY SCHOOL)			
D	(Sum of A, B, and C) TOTAL:		$ 800,901	$ 812,943

3 AMOUNT OF MAXIMUM BASIC GRANT AS DETERMINED BY YOUR STATE EDUCATION AGENCY — $ 11,960.52

4 *(IF BUDGET HAS FINAL APPROVAL, COMPLETE ITEMS 4A AND 4B BELOW)*

A	30 percent of amount in item 2d above for 1965–66	$ 243,882
B	Applicant's maximum basic grant in item 3 or 4a above, whichever is less	$ 11,960.52

(IF BUDGET DOES NOT HAVE FINAL APPROVAL, COMPLETE ITEMS 4C AND 4D BELOW)

C	20 percent of amount in item 2d above for 1964–65	$ 160,802	
D	Applicant's maximum basic grant (item 3 or 4c above, whichever is less) pending final approval of 1965–66 budget		$11,960.52

5 APPLICANT'S COMBINED FISCAL EFFORT 1963–64, 1964–1965

	YEAR 1	CURRENT EXPENDITURES (From accounts included in determining the amounts in line 2d above) TOTAL 2	FROM FEDERAL FUNDS (See instructions) 3	FROM NON-FEDERAL SOURCES (Col. 2–Col. 3) 4	AVERAGE DAILY ATTENDANCE (See instructions) 5	AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS (Col. 4÷Col. 5) 6
A	1963–64	$543,851	$ 2,566.00	$540,285	1346	$401.00
B	1964–65	800,901	2,388.00	798,513	1420	561.00
C	Increases (Decreases) 1964–65 over 1963–64	Increase 257,050	Decrease 178.00	Increase 257,228	Increase 74	Increase 160.00
D	Estimated amount 1965–66	$812,943	$18,000.00	$794,943	1522	$522.00

6 *(IF AMOUNT SHOWN ON LINE 5C, COL. 6, IS A DECREASE, COMPLETE THE FOLLOWING)*

A	Amount of decrease	$
B	5% of amount on line 5a, col. 6	$

C If line 6a above exceeds line 6b, does applicant assert that the combined fiscal effort for 1964–65 was not less than 1963–64?
1 ☐ YES 2 ☐ NO *(If "Yes," explain.)* If additional space is needed attach a separate sheet.

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PART I - Item C of Basic Data

1. School Attendance Areas with High Concentrations of Children of Low-Income Families.

   a. Areas of Concentration:

      Jimtown Elementary School (K-5).....40%
      Jimtown Junior High School (6-8).....30%
      Harley Holben Elementary School (K-5).....25%
      Jimtown High School (9-12).....05%

   b. Basis for ascertaining the above percentages of educationally deprived students:

      (1) Area where the largest number of low achievers reside.
      (2) Area where the percentage of absenteeism is the highest among students.
      (3) Area where the parents are reluctant to come to school for teacher/parent conferences.
      (4) Area where the largest percentage of student discipline cases come from.
      (5) Area where the greatest percentage of youngsters reside who come from split or fatherless homes. Also, multiple marriage families.
      (6) Area where the largest number of students live who are receiving free lunches, have unpaid textbook rental fees, lack of funds for extra-curricular activities, etc.
      (7) Area where the greatest number of student grade retentions are found to live.
      (8) Area where the greatest number of students with personal health problems reside.
      (9) Area where the greatest number of remedial reading students reside who participated in the 1965 Summer Remedial Reading Program.
      (10) Area where the largest number of students having speech defects reside.
      (11) Area where the greatest number of students with emotional problems reside.

   c. In general, our teachers in grades K-8 are working with the bulk of the low-income students. The educationally deprived students seem to reside rather heavily in the Jimtown Elementary and Junior High Schools with a lesser concentration in the Holben Elementary school. Because many of these students withdraw from school in or near the beginning of the high school attendance, only a very small percentage is concentrated in the high school district.

2. Special Educational Needs of Educationally Deprived Children Attending Schools in the Attendance Areas Listed Above.

   a. Priority of needs:

      (1) Nursing services
      (2) Reading teachers for remedial reading program
      (3) Psychological services
      (4) Guidance Services
      (5) Special education programs - mentally retarded, speech and hearing therapy, physically handicapped, emotionally disturbed, etc.
      (6) Adequate and nutritional sustenance, as well as proper clothing to enable students to be prepared to attend school.

b. Incidence and Severity of Needs Listed Above:

Qualifying statement: Many of our students are probably more educationally deprived than some of the students who qualify. This is due to the large families (5-9 youngsters) where the family income is approximately $3,000 annually. This is where the Federal Government needs to look rather closely to determine per youngster income of the family, as well as true income, not unreported income as prevails in the rural districts.

(1) In checking attendance records, it was noted that the largest number of absenteeism is reported because of illness. A school nurse could follow-up on students in this category to correct health problems and insure a more regular attendance pattern which should enhance the education of the pupil.

(2) A large number of these students have psychological problems which we refer to the local family counseling service or the Child Guidance Clinic for further treatment. A school psychologist could handle and provide much needed help for many of these students. We have included money in our project request to refer students with this need to a local psychiatric center for more immediate treatment and follow-up.

(3) As the result of a recent survey by teachers and the public health nurse (County), we found that in grades K-8 there were approximately 85 students who could profit from a Speech and Hearing Program, about one-third of these came from low-income families.

(4) One of the major difficulties found among the primary age students relates to reading. By attacking this problem we feel we would also indirectly be battling the drop-out problem. A reading program designed to provide additional indiviudal and small group instruction would be of immense value. Current achievement test results indicate that this area needs considerable help.

(5) Extended guidance services in both the elementary and junior high school is very evident from the number of personal incidences reported by teachers to their administrators.

(6) One of the greates problems our school has is getting disinterested parents to come to school and discuss their youngster's problems. This is especially true of the low-income families. A school nurse could establish better school/family rapport and assist in changing parental attitudes.

OE 4305-2 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

RECEIVED DEC 27 1965

APPLICATION FOR FEDERAL ASSISTANCE
FOR THE EDUCATION OF CHILDREN FROM LOW INCOME FAMILIES
Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

ASSURANCES

66-152

NAME OF CHIEF STATE SCHOOL OFFICER

WILLIAM E. WILSON

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. The Assurance of Compliance (HEW 441) or court order or desegregation plan previously filed with the Office of Education in accordance with the regulations of the Department of Health, Education, and Welfare applies to this application.

d. The amounts of non-Federal funds expended for free public education in the project areas will be maintained at the same level as they would have been maintained if no projects had been approved for those areas.

e. In the case of construction required for the project—

(1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the _____ that funds have been allotted and to be prosecuted to completion with reasonable diligence;

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Numbered 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the President's Committee on Equal Employment Opportunity issued pursuant to Executive Order 10925 of March 6, 1961, as amended by Executive Order 11114 of June 22, 1963, in connection with any contract for construction for which it receives Federal assistance under Public Law 81-874, Title II.

SIGNATURE OF APPLICANT'S REPRESENTATIVE

Richard D. Miller

Richard D. Miller, Superintendent of Schools

DATE

December 22, 1965

OE 4305 (9-65)

RECEIVED DEC 27 1965

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

Approved
12-27-65
BFR

APPLICATION FOR FEDERAL ASSISTANCE
FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES
Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

1.6-152

PART II—PROJECT APPLICATION

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY			
STATE CODE	STATE PROJECT NO.	DATE APPROVED	TOTAL AMOUNT APPROVED
24	66-152	12-27-65	$11,960.00

INSTRUCTIONS—*Please read the accompanying instructions before completing this application. Mail original and 3 copies to the State Educational Agency.*

COUNTY CODE	LEA NO.	LEA PROJECT(S) FISCAL YR.	LEA PROJECT(S) NUMBER	AMOUNT APPROVED
20	2260	1966	~~#~~1	11,960

FY OF FUNDS	MAXIMUM FEDERAL FUNDS AVAILABLE	AMOUNT PREVIOUSLY APPROVED	AMOUNT CURRENTLY AVAILABLE
1 65-66	$11,960.52	--	$11,960.52
2			
3			
4			

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY (LEA)

The APPLICANT(S) DESIGNATED below hereby applies to the State Educational Agency for approval of a grant of Federal Funds for the purpose of providing programs for meeting the special educational needs of educationally deprived children of low-income families as set forth in this project application.

The applicant(s) declare(s) that the data in support of this application are correct and complete, that the filing of this application has been duly authorized by the local educational agencies designated below, that each undersigned officer has been duly authorized by formal action of local educational agencies to file this application for and in behalf of said applicant(s) and otherwise to act as the authorized representative(s) of the applicant(s) in connection with this application.

1. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
BADIN COMMUNITY SCHOOLS CORPORATION		NAME AND TITLE (*Type or print*) Richard D. Miller, Superintendent	
CITY OR TOWN: R#3, Elkhart	COUNTY: Elkhart	MAILING ADDRESS (*Street, City, State, Zip Code*) RR#3, Elkhart, Indiana 46514	TELEPHONE (*Area Code and Local No.*) 219-523-4504
CONGRESSIONAL DISTRICT: Third	STATE: Indiana	SIGNATURE: Richard D Miller	DATE: December 22, 1965

CERTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR COOPERATIVE PROJECTS

2. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
		NAME AND TITLE (*Type or print*)	
CITY OR TOWN	COUNTY	MAILING ADDRESS (*Street, City, State, Zip Code*)	TELEPHONE (*Area Code and Local No.*)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

3. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
		NAME AND TITLE (*Type or print*)	
CITY OR TOWN	COUNTY	MAILING ADDRESS (*Street, City, State, Zip Code*)	TELEPHONE (*Area Code and Local No.*)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

4. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
		NAME AND TITLE (*Type or print*)	
CITY OR TOWN	COUNTY	MAILING ADDRESS (*Street, City, State, Zip Code*)	TELEPHONE (*Area Code and Local No.*)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

COPY

SECTION A—PROJECT INFORMATION

1 BRIEF DESCRIPTIVE TITLE OF THE PROJECT: Project to Provide Needed Personal Health, Reading, and Special Services for the Educationally Deprived Student To Overcome Their Deficiencies In These Areas.

2 DESCRIBE THE PROJECT, USING ONLY THE SPACE BELOW: Provide for a registered nurse, speech and hearing therapist, psychological services, reading teacher, and library aides to assist the educationally deprived students overcome personal deficiencies in these areas. To coordinate family needs and develop better pupil and parent attitudes towards school and learning.

3 PROPOSED SCHEDULE FOR PROJECT

		DATES	
A	PLANNING AND ADMINISTRATIVE PREPARATION *(Include activity begun prior to submission of this application)*	BEGINNING: November 1, 1965	
B	CONDUCT OF PROJECT	BEGINNING: Jan. 17, '66	ENDING: June 10, 1966

4 LOCATION OF PROJECT IN SCHOOL ATTENDANCE AREAS HAVING HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

NAME OF SCHOOL(S) IN ATTENDANCE AREAS *(If cooperative project, give name of LEA after name of school)*	GRADE SPAN	MEMBERSHIP, AS OF OCT. 1, 1965
Jimtown Elementary School	K-5	345
Harley Holben Elementary	K-5	450
Jimtown Junior High School	6-8	431
Jimtown High School	9-12	402
TOTAL:		1628

5 ESTIMATED NUMBER OF CHILDREN RESIDING IN THESE ATTENDANCE AREAS AND ATTENDING NON-PUBLIC SCHOOLS

A	ELEMENTARY GRADE SPANS K TO 8	0
B	SECONDARY GRADE SPANS 9 TO 12	0
C	TOTAL:	0

6 ESTIMATED NUMBER OF ALL CHILDREN AGED 5-17 LIVING IN THESE ATTENDANCE AREAS

A	NUMBER ENROLLED IN ANY PUBLIC OR NON-PUBLIC SCHOOL	1628
B	NUMBER NOT ENROLLED IN ANY SCHOOL	150
C	TOTAL:	1778

7 NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN THIS PROJECT *(If this is a cooperative project, enter totals here and provide a separate table for each local educational agency.)*

A — NUMBER OF CHILDREN PARTICIPATING *(See instructions)*

GRADE LEVEL	NUMBER ENROLLED: PUBLIC	NUMBER ENROLLED: NON-PUBLIC	NOT ENROLLED	AMOUNT OF TIME PER CHILD: AVERAGE NUMBER WEEKS	HOURS PER WEEK	HOURS PER CHILD
PRE-SCHOOL	0		0	21	2.25	47.25
K	0		5	21	2.25	"
1	6			"	"	"
2	6			"	"	"
3	6			"	"	"
4	6			"	"	"
5	6			"	"	"
6	5			"	"	"
7	5			"	"	"
8	4			"	"	"
9	2			"	"	"
10	1			"	"	"
11						
12						
OTHER						
TOTAL:	52		5	21	2.25	
AVERAGE ALL GRADES:				21	2.25	47.25

B — NUMBER OF ADULTS PARTICIPATING

A	TEACHERS	3
B	PARENTS	
C	ADMINISTRATORS	2
D	ADULT VOLUNTEERS	1
E	OTHER SCHOOL PERSONNEL	
F	OTHER ADULTS *(Specify)* Library Aides	2
	TOTAL:	8

8 NUMBER OF OTHER CHILDREN IN THIS PROJECT AREA WHO NEED THE SERVICES TO BE PROVIDED BY THIS PROJECT OR A PREVIOUSLY APPROVED PROJECT — NUMBER: 1704

9 NUMBER OF OTHER EDUCATIONALLY DEPRIVED CHILDREN IN THIS PROJECT AREA WHO NEED OTHER TYPE OF SERVICES THAN THOSE PROVIDED BY THIS PROJECT

TYPE OF SERVICE	NUMBER OF CHILDREN
Psychological	25
Mentally Retarded, Emotionally Distrubed, Physically Handicapped	24
TOTAL:	49

10 PROJECT BUDGET—NON-CONSTRUCTION *(to be limited to additional cost directly attributable to this project).* Submit further detail, including equipment lists, as requested by the State educational agency.

	ITEM	SALARIES	OTHER	TOTAL
100	Administration		100.00	100.00
200	Instruction	6600.00	280.00	6880.00
300	Attendance Service			
400	Health Services	2800.00	500.00	
500	Pupil Transportation Service			
600	Operation of Plant			
700	Maintenance of Plant			
800	Fixed Charges			
900	Food Services			
1000	Student Body Activities			
1100	Community Services			
	(Sum of items 300 through 1100) SUBTOTAL:	2800.00	500.00	3300.00
1220c	Minor Remodeling			
1230	Initial or Additional Equipment		1680.00	
	Other—Specify			
	(Sum of items 1220 and 1230) SUBTOTAL:		1680.00	
	GRAND TOTAL:	9400.00	2560.00	$11,960.00

Estimated amount required for expenses to be incurred by December 31, 1965

Does the total under "other" include any amount for contracted services?
☐ Yes ☐ No If yes, please explain on an attachment.

11 DISTRIBUTE THE AMOUNT OF THE GRAND TOTAL IN ITEM 10 AMONG THE FOLLOWING CATEGORIES

	CATEGORIES	AMOUNTS FOR NEW ACTIVITIES IN PROJECT AREA	AMOUNTS FOR EXTENSION OF EXISTING ACTIVITIES IN PROJECT AREA
A	For instruction and curricular projects expansion, reinforcement, improvement, or addition to curriculum	11,360.00	
B	In service training: workshops, etc.	100.00	
C	For educational services, such as guidance, social work, psychological and psychiatric services	300.00	
D	For supporting services, such as food, health, recreational, and home services	200.00	

12 DOES THE AMOUNT "TOTAL SALARIES" IN ITEM 10 INCLUDE ANY PROPOSED PAYMENTS TO PRESENT PERSONNEL IN EXCESS OF REGULAR SALARY SCHEDULES? ☐ YES ☒ NO IF "YES" INDICATE THE AMOUNTS

A	Salary increases due to additional working hours	$_____
B	Salary increases for other purposes *(attach detailed explanation)*	$_____

ADDENDUM TO ITEM 10 - Project Budget

1230 - Additional Equipment

3 desks w/chairs @$150.00	$450.00
3 File Cabinets, metal, 4 drawer @$70.00	210.00
3 Typewriters @$250.00	750.00
1 Health-o-Meter Scales @$70.00	70.00
1 Wollensak Tape Recorder @$200.00	200.00
Total	$1680.00

13 PERSONNEL PRESENTLY EMPLOYED BY THE LEA OR FOR WHOM POSITIONS ARE INCLUDED IN THE FY 1966 BUDGET

CLASSIFICATION (Handbook IV number)		ACTIVITY ASSIGNMENT	TOTAL NUMBER IN APPLICANT'S DISTRICT		TOTAL NUMBER IN THIS PROJECT AREA	
			MORE THAN HALF-TIME	HALF-TIME OR LESS	MORE THAN HALF-TIME	HALF-TIME OR LESS
1	2	3	4	5	6	7
2230.01	1	TEACHING ASSIGNMENTS: Teacher—Pre-school				
	2	Teacher—Kindergarten	2		2	
	3	Teacher—Remedial reading and language development				
	4	Teacher—Speech correctionist				
	5	Teacher—Emotionally disturbed				
	6	Teacher—Physically handicapped				
	7	Teacher—Mentally retarded				
	8	Teacher—Socially maladjusted				
	9	Other teaching assignments not specified above	66		66	
	10	(Sum of items 1-9) SUBTOTAL:	68	0	68	0
2230.02	11	Teacher aide assignment				
2230.03	12	Librarian assignment	1		1	
2230.04	13	Supervision assignment				
2230.05 to .09	14	Administration assignment (inc. 2230.05, .06, .07, .08, .09)	4		4	
2230.15	15	Counseling assignment	1		1	
2230.16	16	Psychologist assignment				
2230.17	17	Testing assignment				
2230.18	18	Social work assignment				
2230.19	19	Attendance assignment				
2230.20	20	Nurses assignment				
2230.21	21	Physician assignment				
2230.22	22	Dentist assignment				
2230.23	23	Dental Hygienist Assignment				
2230.30	24	Other Professional and Technical Assignments (Not Specified Above)				
	25	(Sum of items 11 through 24) SUBTOTAL:	6	0	6	0
	26	(Sum of items 10 and 25) GRAND TOTAL:	74	0	74	0

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14 POSITIONS TO BE ADDED AS STAFF MEMBERS OF THE PROJECT

INSTRUCTIONS—*For columns 3 and 4, use separate lines for more than half-time and half-time or less*

	SPECIFIC POSITION TITLE 1	ACTIVITY ASSIGNMENT *(Col. 2, Item 13)* 2	NUMBER EMPLOYED MORE THAN HALF-TIME 3	NUMBER EMPLOYED HALF-TIME OR LESS 4	NUMBER OF MONTHS OF EMPLOYMENT 5	NUMBER OF UNPAID VOLUNTEERS 6
A	TEACHING POSITIONS					
	Reading Teacher	2230.01 3	1		4.75	
	Speech & Hearing Therapist	4		1	4.75	
	TOTALS:		1	1		
B	OTHER POSITIONS					
	Nurse	20	1		5	
	Library Aide			2	4.5	1
	TOTALS:		1	2		1
C	(A and B) TOTAL:		2	3		1

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15 CAN THE SERVICES AND ACTIVITIES DESCRIBED IN THIS PROJECT APPLICATION BE PROVIDED IN EXISTING SCHOOL FACILITIES *(with or without minor alterations)* OR IN RENTED FACILITIES?

1 [X] YES 2 [ ] NO *(If "NO," complete items 16 and 17 and give explanation below under "remarks.")*

16 REQUEST FOR FEDERAL FUNDS TO CONSTRUCT SCHOOL FACILITIES REQUIRED FOR THE OPERATION OF THE PROJECT

A DESCRIPTION OF NEW FACILITIES TO BE CONSTRUCTED OR MAJOR ALTERATIONS PROPOSED FOR EXISTING FACILITIES. *(Please attach drawing)*

B ESTIMATED COST OF PROPOSED FACILITIES

HANDBOOK 11 REFERENCE NO. 1		FACILITIES 2	AMOUNT 3	TOTAL AMOUNT 4
1210C	1	Site preparation and improvements	$	
1220B	2	Erection of new structures or additions		
1220C	3	Remodeling, alteration, conversion or improvement of existing structures		
1220B, C	4	Utility connections *(If not included above)*		
	5	*(Lines 1 through 4)* SUBTOTAL:		
1220B, C	6	Built-in equipment *(If not included above)*		
1220B, C	7	Movable equipment *(Attach list)*		
	8	*(Lines 6 and 7)* SUBTOTAL:		
1220A	9	Architectural and Engineering Services		
1220A	10	Legal and administrative services		
	11	*(Lines 9 and 10)* SUBTOTAL:		
	12	*(Lines 5, 8, and 11)* GRAND TOTAL:		

17 PROPOSED SITE FOR CONSTRUCTION OF SCHOOL FACILITY

A IS SUITABLE SITE AVAILABLE?
1 [ ] YES 2 [ ] NO

B. LOCATION OF SITE

C APPLICANT'S INTEREST IN THE SITE
1 [ ] TITLE 2 [ ] LEASE 3 [ ] OPTION TO PURCHASE 4 [ ] OTHER *(Specify)*

REMARKS

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B. A PROJECT TO PROVIDE NEEDED PERSONAL HEALTH, READING AND SPECIAL SERVICES FOR THE EDUCATIONALLY DEPRIVED STUDENT TO OVERCOME THEIR DEFICIENCIES IN THESE AREAS.

1. Special Educational Needs Which This Project Has Been Designed To Meet

   a. To assist students of low-income families in meeting their personal health problems both at the student and family level through the services of a registered nurse.

   b. To help educationally-deprived students overcome reading problems and related deficiencies through more individualized instructional assistance as can be provided by a Reading teacher.

   c. To provide library aides to coordinate supplemental reading materials and other materials for students and teachers.

   d. To provide an in-service program for teachers to better coordinate the instructional reading program in our school system.

   e. To provide a means of referring students for correctional therapy relative to psychological problems.

   f. To provide speech and hearing therapy for students needing these services.

   g. To develop a more constructive attitude on the part of the educationally deprived pupils and their parents towards schools and education.

TARGET GROUP: 52/ children in grades K-12, plus their families

2. Specific Objectives of this Project.

a. Improved school attendance of the low income student due to more personal health services directed at meeting personal needs.

b. The establishment of better school/parent rapport through home visitation and nursing services of educationally deprived students and their families.

c. To improve the health instruction of classroom teachers through the utilization of the nurse as a resource person.

d. To develop an attitude on the part of the pupils and parents concerning the need for greater personal health and its related implications.

e. To coordinate better working relationships with social/welfare agencies pertaining to low income families in the community.

f. To provide a means of checking disease susceptibility on the part of the low income pupils.

g. To increase the reading comprehension of educationally deprived students so they can read at a level nearer present grade assignment through individualized instruction by a reading teacher.

h. In-service education programs to provide elementary classroom teachers with a better perspective concerning the total program.

i. To better coordinate supplemental reading materials for students and teachers of the project group through the use of library aides, thus making materials more readily available.

j. To meet the deficiencies of educationally deprived students who need speech and/or hearing therapy services.

k. To provide a means of meeting the individual needs of the educationally deprived students concerning mental and physical health, emotional problems, and reading deficiencies which indirectly influence the pupil's attitude towards school and continued education.

3. SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT.

a. Detailed description.

(1) Nursing Services: A full time nurse will be employed to concentrate on the personal health problems of the educationally deprived student. The nurse will be available to meet and help the student concerning personal health problems

Such a person will be available to see daily, or follow-up with a home visitation, any student of a low-income family needing such services. In addition, the nurse will coordinate social/welfare services as needed by the educationally deprived student and family.

Further, classroom teachers will be able to avail themselves of the nurse for additional health instructio and/or a resource person.

The nurse will coordinate student referral to the local psychiatric center for further psychological services.

(2) Reading Instruction: A full time reading teacher will be employed to provide individualized reading instruction to students of low income families. Such an individualized program will be directed at the primary and junior high school grade levels. We would hope to eliminate student frustrations of the project group thrcugh a more individualized program directed toward their needs. In addition, the reading teacher would consul with parents to assure parental cooperation towards more effective reading on the part of their child.

In-service training programs for the reading teacher and classroom teachers of the elementary level would help to coordinate better our current efforts of reading instruction.

We would like to provide at the eighth grade level a means whereby remedial students in the language arts area could receive individualized instruction, thus preventing a possible dropping from school. Or, in the event of the drop-out, there would be a final attempt to prepare the student to enter society with some degree of reading proficiency.

(3) Library Aides: Two part-time library aides would be employed to work in the school libraries of the elementary and junior high schools. These aides would assist in the utilizati of reading and reference materials.

(4) Speech and Hearing Therapist: A part time speech and hearing therapist will be employed to work with students of low income families who need these services. From a recent survey of approximately 85 students needing this service, about one-third were students of the project group.

The speech and hearing therapist would work with the teachers and the nurse to meet the individual needs to correct speech and hearing deficiencies.

b. Facilities to be used in connection with this project.

(1) Current physcial plants could be very well utilized. Office space and work rooms can be made available for additional staff members which would result from this project. These schools are

(a) Jimtown Elementary School
Jimtown Junior High School
Holben Elementary School
Jimtown Senior High School

c. There are no non-public schools in our district.

4. Anticipated Effectiveness of the project activities.

a. Types and extent of improvement expected in educational attainment of educationally deprived children.

(1) Increased learning proficiency.
(2) Correction of speech impediments.
(3) Mastery of reading techniques and greater reading comprehension.
(4) Development of better pupil attitude toward school and teachers.
(5) Greater useage of school library reference and reading materials.
(6) Reduction of emotional-personal problems
(7) Greater cooperation between social/welfare agencies and needy families, plus availability of food, clothing, etc.
(8) Decrease in communicable diseases due to preventive measures.
(9) Better family/school rapport.

b. Basis for expecting such improvement.

(1) Through the prevention of personal health problems, the educationally deprived student will have a more regular form of attendance, thus he will not miss the classroom instruction.
(2) Through individualized reading instruction students will gain a greater degree of reading comprehension and achievement. This will assist the student in other areas of the curriculum.
(3) A healthier student should reflect a better attitude toward the assistance which the nurse and the reading teacher will be able to provide.
(4) Referral of students to the local psychiatric center for psychological services and treatment.
(5) Individualized speech and hearing treatment by a trained therapist will help the child to overcome deficiencies which might be an emotional strain. Elimination of this problem should be reflected in the student's ability and acceptance to learn.
(6) When these services can be offered within the school corporation there is a more immediate attack of the basic problem. Thus, one does not need to wait until there is time for the social agency to fit them into an already crowded schedule.
(7) Home visitations by project staff members will be invaluable in meeting the individual needs of the project group.

c. Alternative methods and reasons for selecting methods proposed in this project.

(1) Alternative methods.

(a) Elementary Guidance Programs.
(b) Psychologist added to staff.
(c) Program of mentally retarded or emotionally disturbed nature to meet individual needs.

(2) Reason for selecting above project methods.

(a) The most direct approach to meeting the majority of the needs of the educationally deppived students of this community.
(b) The availability of personnel with which one could implement the current curricular program.
(c) The combined opinions of parents, teachers, and school administrators [illegible] as the best method of meeting the needs of this [illegible].

5. Project Evaluation

a. The effectiveness of the program comprising all of the projects submitted by this applicant:

(1) Check the attendance records of the low income students to see if the individualized reading program and health services have decreased the absenteeism among this project group.

(2) Tabulate the number of home visitations concerning health problems to see if the project students have decreased the number of personal health problems which they currently have.

(3) Through the use of achievement type tests and reading comprehension tests determine the growth of pupil reading abilities compared with the past achievement of the project group.

(4) Tabulate and keep records on the number of students receiving speech therapy and the increase of pupil classroom participation as a result of corrective treatment of the impediment.

(5) By making available the report of psychological services to emotionally disturbed youngsters to administrators and teacher, a conference can be scheduled to discuss the additional assistance such a pupil might need to become a better classroom citizen. This will reflect in the achievement that the pupil ascertains at the end of the school term.

(6) Through written anecdotes by teachers concerning the pupil's classroom participation in show and tell, outside reading, and reports a record will be kept to determine if there is a change of attitude on the part of the project pupil concerning school and education.

(7) A subjective evaluation on the part of the administrator concerning the attitude of other teachers towards the reading program and the use of library aides to further coordinate supplemental reading materials. Further, an evaluation of the in-service program for reading teachers will be made available.

(8) The extent that parents of low income students participate in teacher/parent conferences concerning the educational development of their youngster.

(9) Through a tabulation of the number of social/welfare contacts made by the nurse on behalf of the project participants and their families.

(10) Develop and measure teacher acceptance of the total project through a check list to spot strengths and weaknesses of the program for further refinement.

6. Method of disseminating information concerning the project.

a. Records will be kept of the involvement of pupils in the project.

b. Local newspaper articles and features will acquaint the public of the community with the type of project that this school corporation will be participating in.

c. School newsletters to patrons and citizens of the community will keep the community abreast of the developments of the program as it is put in operation and the implementation as it is carried out.

d. Faculty members will be encouraged to observe through released time various aspects of the program.

e. Through the students the program facilities and operations will be carried to the parents so that they might become involved more directly in its operation.

f. Periodic reports to the members of the Board of School Trustees will keep the school officials current to the program its purpose, operation and effectiveness in meeting specified objectives.

g. Members of the staff will be encouraged to "dream" about other projects which the school corporation could utilize in meeting the needs of our students.

h. Members of the staff will be encouraged to write articles for public dissemination concerning the educational ongoings of the school.

7. Coordination with Community Action Programs, Office of Education Economic Opportunity Projects.

a. Not applicable

8. Coordination with adjacent school districts.

a. Not applicable.